



**St Paul's
School**

Student Anti-Bullying Policy

POL-054

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1. Purpose

St Paul's School ("School") is committed to creating working and learning environments where workers, students and visitors are treated equally and with dignity, courtesy and respect. The School will endeavor to take all reasonable steps to prevent and/or minimize inappropriate behaviour that may constitute discrimination, sexual harassment, bullying, vilification and / or victimisation.

This policy is designed to ensure that all members of the St Paul's community feel safe from bullying in all its forms. This policy sets out the requirements for proactively dealing with bullying and the procedures to follow in the event of an student being bullied

In implementing this policy, the School aims to:

- Promote appropriate standards of behaviour at all times;
- Implement training and awareness raising strategies to ensure that the School's workers and students know their rights and responsibilities with regards to discrimination, sexual harassment, bullying, vilification and victimisation;
- Encourage the reporting of behaviour that breaches this policy;
- Protect individuals from any victimisation or reprisals for being involved in a complaint under this policy; and
- Provide an effective procedure for complaints based on the principles of natural justice.
- The values underpinning this Policy are as follows:
 - Each student's worth and dignity should be valued and affirmed in our community;
 - Every student has the right to feel safe from bullying or harassment in all of its forms;
 - Every student in our community is responsible for ensuring that others in our community can reach their potential in a supportive, caring and non-threatening environment;
 - There should be zero tolerance of all forms of bullying, violence and harassment

2. Scope

This policy applies to all students of the School.

Complaints involving criminal activity may require notification to the Queensland Police Service and shall be reported immediately to the Headmaster.

3. Definitions and Abbreviations

Allegation	Is a stated claim that is yet to be substantiated on the balance of probabilities.
Bullying	<p>Bullying is a repeated form of harassment which can be physical or psychological. It is a deliberate attempt to cause harm or pain to someone. It is unwanted, unwelcome, unsolicited and persistent. It is an abuse of power, position and/or privilege by a student or a group of people and stems from the desire to feel "bigger, better or stronger" than someone else. It is done to intimidate, coerce, engender fear, to control. It aims to upset or create a risk to another person's health and safety, or their property or their social acceptance. As such it undermines the rights of the student, has a debilitating effect on morale and diminishes the very values our School seeks to develop. It prevents students reaching for excellence in every dimension of life. It is also damaging to the climate of our School and prevents the School from achieving its Purpose.</p> <p>Four types of bullying have been identified: Physical bullying Includes hitting, kicking, tripping, pinching and pushing or damaging property.</p>

Verbal bullying

Includes name-calling, insults, teasing, intimidation, homophobic, sexist or racist remarks, malicious gossip/whispering campaign or verbal abuse.

Covert bullying

Is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- non-acceptance of a newcomer
- damaging someone's social reputation or social acceptance
- damaging or stealing property of the victim
- physical or sexual abuse
- coercing the victim into acts that he or she does not wish to do

Cyber-bullying
(to be read in conjunction with POL-046 Cyber Bullying Policy)

Is overt or covert bullying behaviours using digital technologies. Examples include harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyber-bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying.

Bullying becomes harassment when you have said that it is unwelcome or unwanted and it does not stop immediately

Bullying is NOT:

Bullying is different from ordinary teasing, rough-and-tumble or School yard fights. The difference is that bullying is deliberate, repeated and ongoing and there is usually an imbalance of size, strength or power between the students involved. Bullying is not:

- **Mutual conflict:** where there is an argument or disagreement between persons but NOT an imbalance of power. Both parties are upset and want a resolution to the problem. (NB – unresolved conflict can develop into a bullying situation where one party becomes the target for repeated retaliation in a one-sided way).
- **Social rejection or dislike:** it is not feasible to think that all students will like every other person. Refusing to play with a particular child or not inviting them to a party, for example, is not bullying, **provided that** social rejection is not directed to a specific person and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation:** Single episodes or occasional pushes or shoves is not bullying nor is aggression towards many different students. Nevertheless such behaviours are not condoned.

CMS

Content Management System.

Complaint

A grievance, problem, difficulty or concern that is made either verbally or in writing regarding another peer and/or the School.

May

Is used to indicate an optional course of action.

Must	Indicates that a legal requirement exists and must be complied with.
Natural justice	<p>The fundamental principles of natural justice are:</p> <ul style="list-style-type: none"> • The right to be given a fair hearing and the opportunity to present one's case; • The right to have a decision made by an unbiased decision-maker; and • The right to have that decision based on logically probative evidence. <p>As the consequences of any decision (that is, the effect/s on a person's rights, interests or legitimate expectations) for any individual become more severe, so the importance of demonstrably acting fairly increases.</p>
QLD	Queensland
Respondent	The person or persons about whom the complaint is lodged.
Shall	Indicates a directive to be followed.
Should	Is used to indicate a recommended course of action.
School	St Paul's School and St Paul's International School.
Student	Includes any person regardless of age who is enrolled or on exchange/study tour at the School.
Victimisation	<p>Refers to less favourable treatment of a person or persons or subjecting them to some form of detriment because the person:</p> <ul style="list-style-type: none"> • Has made a complaint or has proposed to make a complaint in accordance with the Policy; • Has acted as a witness or has proposed to act as a witness in a complaint; • Has supported a victim or intends to support a victim of a complaint; • Has been made a respondent in a formal complaint investigation.
Vilification	Refers to a public act or statement that is capable of inciting others to hate, have serious contempt for, or severely ridicule a person or a group of people.
Witness	A person who witnesses or may have witnessed behaviour or conduct in relation to the complaint and/or may have other relevant information relating to the complaint.

4. Responsibility and Accountability

A whole school approach will necessitate all members of the community supporting the drive against bullying

Headmaster and other Senior Leaders	<ul style="list-style-type: none"> • Monitor the School environment to ensure that acceptable standards of behaviour are observed at all times; • Ensure they take appropriate steps where they have observed any type of inappropriate behaviour in the workplace in breach of this policy, to ensure the behaviour stops and is appropriately dealt with; • Ensure all workers, parents and students understand this policy; and • Treat all complaints of discrimination, sexual harassment, bullying, vilification and/or victimisation seriously and investigate promptly, confidentiality and impartially.
The Tutor / House Leader / Class Teacher	<ul style="list-style-type: none"> • Ensure that the victim is safe from further incidents. This may involve the bully being excluded from class or playground. • Interview the victim, who may like to have another person of their choice present. • Notify the Executive Director of Faith and Community of the students who has/have been complained about. • Interview the alleged bully, or ask a senior member of staff to interview the person. If several students are involved the Executive Director of Faith and Community may be the appropriate interviewer. Another person may be present and the alleged bully may request this. • interview witnesses. • compare and summarise the versions of the incident and forward a report to the Executive Director of Faith and Community and Headmaster.

The Peer Group	<p>The Code of Silence or the student notion of not 'dobbing' must be broken down for it is through this that bullying survives. Support must be given to reporters and confidentiality must be respected. The message should be communicated through all avenues that reporting an incident is beneficial to the victim, the bully and the overall school climate</p>
Parents	<p>Students who are bullied very rarely tell an adult, including parents. Research suggests this is because of a feeling of decreased self-worth created during the bullying incident and the fear that reporting the incident will result in further harassment. If parents observe behaviour changes such as those listed below, they should report it to the child's Tutor or House Leader</p> <ul style="list-style-type: none"> • lack of confidence; • withdrawal from social activities; • temper flare-ups; • forgetfulness; • distractibility; • loss of appetite; • sleeplessness; • fear of the dark; • wishing to change the route to school; • avoidance of specific lessons and absence/s from school
Students who feel they are being bullied	<ul style="list-style-type: none"> • If you are being subjected to behaviour you do not like, tell the person politely to stop the behaviour and walk away. • Report all incidents of bullying to your Tutor or House Leader

5. Discouraging Bullying

The methods used by the School to discourage bullying will vary from time-to-time, with new initiatives being introduced when thought appropriate. The measures that have been used to discourage bullying at School include, but are not limited to:

- Employing a suitable range of sanctions to deal with and discourage bullies. These sanctions include suspension and expulsion.
- Putting up signage about the School to promote a bully-free environment.
- Printing anti-bullying policies in student diaries and on the School's website
- Promoting a bully-free environment in assemblies, chapel, tutor periods, Year level meetings and House meetings.
- Promoting a bully-free environment in the staff handbook, in School policy documents and in social media posts.
- Conducting exit interviews.
- Ensuring effective pastoral support for students through the appointment of House Leaders, Tutors and Co-Tutors.
- Incorporating anti-bullying guidelines in the Code of Conduct training program for staff and volunteers.
- Employing Chaplains and School Counsellors who have specialist skills in helping victims of bullying and identified bullies.
- Training staff to detect bullying behaviours.
- Encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours.
- Employing staff who model tolerance, empathy and acceptance of individual differences.
- Encouraging staff to take their supervision duties seriously so that there is a pervasive sense of staff presence when on duty.

6. Training

As part of a continuing commitment to enable all persons working for the School to understand the requirements of this policy, the School will communicate this policy via several methods; including staff inductions, staff meetings and training.

All training records shall be maintained in the employee's file in the CMS.

7. Monitoring, Evaluation, Review and Dissemination

This policy will be subject to review every two (2) years by the Senior Leaders or delegate, in consultation with the School's specifications.

The effectiveness of this policy will be evaluated and reviewed through review processes..

This policy will be available to workers, visitors, volunteers, employees, contractors, work experience and vocational placements of St Paul's School via the School's CMS, Parent Portal, Student Portal and School webpage.

8. Records Management

Confidentiality of records will be maintained in an appropriate manner. All related records shall be kept on file. All documentation will be held in accordance with the Australian Privacy Act 1988.

9. Legislative Authority

- Anti-Discrimination Act 1991 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Privacy Act 1988 (Cth)
- Work Health and Safety Act 2011 (Qld)
- Work Health and Safety Regulation 2011 (Qld)
- Education (Accreditation of Non-State Schools) Act 2001
- Child Protection Act 1999

10. Related Documents/References

COC-002	Code of Conduct: Student
EXT-004	Complaints Management in Anglican Schools Policy and Procedures
POL-019	Staff Code of Conduct and Duty of Care Policy
POL-046	Cyber Bullying Policy
	Character Framework
	Behavioural Choices and Consequences